

**Declaration of Harvey J. Graff**  
**(Pursuant to 28 U.S.C. § 1746)**

I, Harvey J. Graff, hereby declare and state as follows:

1. I am over the age of 18 and a resident of Columbus, Ohio. I have personal knowledge of the facts set forth in this declaration and could and would testify competently to those facts if called as a witness.

2. I am a Professor Emeritus of English and History, and the Ohio Eminent Scholar in Literacy Studies at The Ohio State University.

3. I write as one of the most distinguished historians of literacy—reading and writing—in the world. Author of many books and professional articles, until my retirement, I was the inaugural Ohio Eminent Scholar in Literacy Studies at The Ohio State University, where I founded and directed the unique, university-wide, interdisciplinary initiative *LiteracyStudies@OSU*. I have been honored in Europe and South America as well as the United States and Canada. My writings are translated into other languages. They include the landmark *The Literacy Myth; The Legacies of Literacy; The Labyrinths of Literacy; Literacy Myths, Legacies, and Lessons*; and in press now *Searching for Literacy: The Social and Intellectual Origins of Literacy Studies*.

4. Closely related, I am one of the leading historians of children, youth, and families in North America and Europe, and comparative U.S., Canadian, and European history. My 1995 book, *Conflicting Paths: Growing Up in America*, is considered a classic.

5. I speak from almost half a century of classroom teaching and close relationships with young people and their intellectual, social, cultural, and emotional development as they become maturing young citizens.

6. Finally, I speak with both professional and personal knowledge of most of the works of literature that the radical banners seek to remove, hide, and even destroy.

7. I address today's radical, unprecedented, unconstitutional, and inhumane campaign to ban books in schools across the United States from multiple intersecting dimensions. They span general scholarship, history, education, child studies and child development, and respect for and knowledge of the law and the U.S. Constitution. They also include understanding both the text and the legal and cultural traditions of "We the People" as well as the political, social, and cultural concepts of "The American People" and "The Public Welfare and Interest." Importantly, they include the rights of children, for which we fought in this country from the late 19<sup>th</sup> century well into the early 21<sup>st</sup> century.

### **Today's campaigns**

8. Today, campaigns by the radical right-wing are nationally organized, well-funded, and blatantly ignorant of the very texts they wish to erase and cancel—even *burn*. These campaigns also have no understanding of "The People," "The American Public," and "Public Interest"; children's development, paths of maturation, and the roles of reading; and the U.S. and state constitutions, or—in example after example—the formal guidelines of school and local libraries. This is the case in Missouri as across the nation.

9. The banners—whether organized and provided with written scripts or acting in isolation in response to viral social media posts—are a small, undemocratic minority of Americans and parents. They speak for very few but speak loudly because of their dishonest manipulation of racist, xenophobic, sexist, transphobic, and white supremacist fears and grievances. Sadly, one of them may speak more loudly at local school board meetings than 20 calm, informed voices.

10. Those who challenge books do not always have children attending the schools whose libraries they ransack. One of Texas’ loudest, most dishonest banners proclaims her commitment to “protect her children.” But her two children graduated from high school before her current campaign and attended the school while the books their mother attacks today sat unquestioned on library shelves.

11. Among the dishonest tactics of the banners are these: Whether before a library committee, a school board meeting, the media or social media, or letter to the editor or opinion essay, they begin with reference to the slippery slope of the purported “age appropriateness” of a given text. Within a minute or two, or a paragraph or two, without acknowledgement, they shift to “appropriateness” without qualification. For example, they hop, skip, and jump typically from ages 5 to 7 or 8, with a sudden leap to 5 to 18.

12. Out of a deeply rooted fear of loss of power that they may never have held, these banners assault the human dignity, human rights, and legal rights especially of the young. Their illegal campaigns are based on lies, manipulation, intimidation, and emotions, not on logical, legal, or knowledgeable grounds. These forces of reaction and resentment have been growing alongside the slow movement toward racial equality and integration for three-quarters of a century. They rise to new heights today.

### **Local school boards and their circumstances**

13. Denying their own legal responsibilities and evading serious constitutional and child developmental issues, school authorities defend themselves as “avoiding divisiveness” or “making everyone happy.” That is irrelevant to their most important jobs as educators and parents: putting students and their learning first. Effective leadership demands consistent focus on students. This is more important, not less so, in the face of extreme demands from a very few parents. It calls for always centering decisions on *all* students’ rights and their realities—and the needs of our inclusive public.

14. What we see in more and more school districts, including in Missouri, is not spontaneous parental concern. Book banning is driven by social media, conservative websites, and well-funded, right-wing political organizations that direct followers to target specific books. These organizations provide scripts for activists to follow so they can remain ignorant of the content of the very books they seek to ban. In banning campaigns, including the 15<sup>th</sup>- and 16<sup>th</sup>- century Roman Catholic Counter Reformation against both emerging Protestants and radical Catholics, the papal authorities and their allies *read* the offending texts before attempting to ban or occasionally burn them.

15. Even the late-19<sup>th</sup>-century book banners, led by U.S. Postmaster General Anthony Comstock and his New York City-based Committee for the Suppression of Vice, read the written

and printed material they sought to restrict. Calling it pornography, their primary targets were instructions and supplies for birth control.

16. Today, the now-humorous-in-hindsight, limited campaigns to “Ban (Books) in Boston” pale in comparison. Those aspirational banners actually read the books. They proudly used their literacy. They did not obsess over the reading audience—especially about children—and targeted white male authors and characters much more often than women and Blacks. Their targets included the now-classic novels *Uncle Tom’s Cabin*, *The Call of the Wild*, *The Grapes of Wrath*, *Of Mice and Men*, *To Kill a Mockingbird*, *1984*, *Catcher in the Rye*, *Catch 22*, as well as *The Color Purple*, *I Know Why the Cage Bird Sings*, and *Beloved*, authored by Black women.

### **Current bans extend historical assaults on the rights of marginalized people**

17. In the United States, periodic efforts broke out to ban books and means of access to them—including access to reading itself. Sometimes centered on gender, more often on race, but the attacks unfolded always in the context of politics, religion, society, culture, and economics. White girls and women gained almost equal access to elementary schooling by the mid-19<sup>th</sup> century, and secondary education more slowly. Women’s education was long justified in terms of their roles as future mothers and educators—not restrictors or censors—of their children.

18. Most egregious and long-lasting—and threatened again today—is both access to literacy and the right to read by minority populations: Black, brown, Indigenous, LGBTQ, and differently abled. Basic literacy was long withheld, often by law and force, from enslaved people, free Blacks, and Native Peoples. That is why *The Narrative of Frederick Douglass* is among the most powerful and triumphant testimonies in American literary history. It is on many lists of targeted titles.

19. Not surprisingly, books by and about these peoples, including their young, and their historical experiences are most often challenged, restricted, removed, and banned. Look at the attack and hate lists of book banners across the United States and in Missouri. The banners make their uninformed and distorted appeals, often in the form of performance in school board meetings rather than via existing review processes. Their attacks offer few examples and disregard the broader context of the books as works of literature.

### **Book bans are one weapon in an arsenal of intimidation tactics against public schools—and their learners**

20. A life-long secondary school English and language teacher near Fort Worth, Texas, a Catholic woman with a Ph.D. in Humanities and university teaching experience, reports to me: “A loud minority of our parents had gone berserk over ‘CRT’ (not teaching it) and gender (not trying to change your child’s gender) to the point of hiring picketers (*people of color*) to protest outside the houses of certain teachers. They also rented paneled trucks with marquees to protest the mask mandate (to ‘free our children’). One parent snatched the mask off the face of a precious middle school teacher who had years ago fled war in Beirut, saying ‘don’t be ridiculous,’ and lower school parents screamed ‘you’re scaring our children’ at teachers in the carpool line. Finally, our Head of School held a Town Meeting for parents and teachers. He spoke for over an hour and, in no uncertain terms, told them that it had to stop. I don’t know if it

will, but he made himself clear about behavior that he has observed during his 5 years since he's been here: use of n-word, anti-Semitism in speech and graphics, misogyny toward students and faculty (me), and homophobia.... I start teaching *Homegoing* next week. We shall see."

**Targeted books: If mature content is the concern, where are the white, male authors of similar books that are also in libraries?**

21. The targets, as in this case in Missouri, include Nobel Laureate, National Book Award, and Pulitzer Prize-winning authors for decades on required reading lists and recognized as an essential part of college preparation. Others are well-vetted, award-winning works of young adult literature that have long been on library shelves with few, if any, challenges—until now.

22. Not coincidentally, books on the same subjects by white and in particular male authors are almost never challenged by these same groups. In the case of the Wentzville, Missouri, removals, only one of all the books removed or threatened with removal is by a white man. But that novel, *Lawn Boy* by Jonathan Evison, has a nonwhite, queer protagonist.

**Book banners refuse to read the materials they attack**

23. Participating in what I consider the “new illiteracy,” the book banners refuse to read the books they wish to remove. Fallacies and contradictions abound in their justifications.

24. Removing stories that reveal painful aspects of human experience does not, cannot, protect the young. That is a dangerous myth. Instead, removals impoverish learners by depriving them of a socially and culturally safe way to examine, learn from, and mature from confronting difficult issues. Reading and learning are gateways for engaging young minds and supporting their understanding of diverse and conflicting human experiences. Generations of young people and adults confirm this basic phenomenon.

**Removals unconstitutionally circumvent established processes**

25. School boards at all levels, and state leadership, including Missouri's, must follow established, constitutional policies. They must discuss with parents the diversity of experiences that students bring to schools and the ways in which library materials meet the needs of a wide range of young people, not just those who share the identities, experiences, and values of a particular group of parents. They must resist pressure to allow the unconstitutional demand for “parental freedom” that is actually an attempt to trample the rights of other parents with differing views—and of the learners whom schools are obligated to put first.

26. To contradict these accepted intellectual and community standards elevates extreme and narrow views of a small minority of parents over the professional discretion and training of librarians and educators who focus on meeting the needs of the young. Failure to do so cedes control of the educational process to individuals unwilling even to read the books they challenge. This amounts to a public endorsement of the disenfranchisement of marginalized students—and their families and communities—and an unconscionable disservice to the interests of the public.

**Libraries serve a range of learners. No book is “appropriate” for all.**

27. Long-time New Jersey school librarian and 2020 recipient of the American Association of School Librarians' Intellectual Freedom Award, Martha Hickson, speaks to "What's it like to be the target of a book banning effort?" Her answer, in the *School Library Journal* (Feb., 3, 2022) is frightening. "The campaign came for me on September 28 (2021), when parents launched an attack on *Gender Queer* by Maia Kobabe and *Lawn Boy* by Jonathan Evison... ironically—or perhaps intentionally—during Banned Books Week." The protesters accused "BBW of promoting racism and homosexuality; and described me and the board as sex offenders who push pornography on students."

28. Despite the total falsity of these baseless assertions, Hickson's "heart sank and my pulse rose." She needed medical attention and relief from work. The challenge to her school board spread predictably to other books with minority and non-normative protagonists. She "received hate-filled email. Book banners attempted to file a criminal complaint.... Students who supported the book bans hid library books on LGBTQ topics so that others could not find them. And administrators peppered me with accusatory questions, such as 'How can books with language like this be in our school?'"

29. Hickson's physician ordered her to stop work, take medication for anxiety, and referred her to a therapist to manage stress. "Ironically, that breaking point became the first step toward fighting with renewed vigor." By the October and November school board meetings, "crowds [parents, educators, medical professionals, students] came out to oppose book banning.... Most compelling were the LGBTQ+ students who spoke passionately about the need for a school library that represents their lived experience."

30. Unfortunately, that is not always the ending.

31. Among the greatest threats posed by attacks on youth's access to books is their deeply chilling effect. Will a librarian in a community beleaguered by book banners still order the next teen sexual health guide or other books that might be "controversial" to a few fringe parents, when they are highly recommended by library professional guides and other experts? Reports of "soft censorship" multiply; they are as harmful as public attacks on literature. When book bans succeed, officially and unofficially, young learners lose the fundamental literature and information they need to become thoughtful readers and capable citizens.

### **Wentzville, Missouri, 2021-2022**

32. Across the United States and in Missouri today, the dishonest, right-wing campaigners—the new illiterates practicing their illiteracy—do not and perhaps cannot read the books that are often classic, praised by educators and child development experts, popular among children and youth, best-selling, and in-demand by both young and old.

33. In contrast to earlier waves of book banning, imitating other states and following their marching orders on well-financed, right-wing websites, the Missouri banners almost exclusively target books aimed at the young and nonwhite especially nonmale authors.

34. Consider the Wentzville list, and the flawed process at every step:

*The Bluest Eye*, by Toni Morrison (removed by Board vote, despite Review Committee recommendation to retain)

*Fun Home: A Family Tragicomic Paperback*, by Alison Bechdel (removed by “weeding” process—failure to follow appropriate procedures)

*All Boys Aren’t Blue*, by George M. Johnson (removed by “weeding” process—failure to follow appropriate procedures)

*Heavy: An American Memoir*, by Kiese Laymon (removed by “weeding” process—failure to follow appropriate procedures)

*Lawn Boy*, by Jonathan Evison (removed pending Review Committee and Board review and vote)

*Gabi, A Girl in Pieces*, by Isabel Quintero (removed pending Review Committee and Board review and vote)

*Modern Romance*, by Aziz Ansari & Eric Klinenberg (removed pending Review Committee and Board review and vote)

*Invisible Girl*, by Lisa Jewell (removed pending Review Committee and Board review and vote)

The list and the fractured proceedings speak loudly and clearly about the lack of due process or protection of students’, educators’, or librarians’ real interests.

### **Protecting children or projecting prejudices of a minority against the majority and all children?**

35. Following their scripts and damning books they have not read, today’s book banners claim to be worried that “children” will be “triggered” by difficult themes. Trauma experts *and* survivors refute these claims. Research, therapists, and personal testimony confirm that literature provides spaces for readers to recognize and name injuries that they otherwise struggle to identify in their own lives. And most of the condemned books focus on young people struggling for dignity and joy amid the racism and sexism that surround the characters.

36. In opposition to constitutional standards, banners object to books on the basis of their personal values; for example, insisting that a book like *I Am Jazz* be removed because it suggests that a child can be born with a girl’s brain and a boy’s body. In contrast, transgender activists point to the scientific consensus behind that perspective. Regardless, differing views do not justify all students losing access to valuable books.

### **High school students are *not* “children”**

37. High school students are *not* “children.” They are maturing young adults, sometimes only months away from military service, full-time jobs or job training, relationships with people from other communities, and university classes. Supreme Court cases affirm that their First Amendment rights to open access to information, books, and other resources must *not*

be restricted or removed on the basis of any one set of values or viewpoints. The unconstitutional banners do not know this; their national sponsors reject the established laws of the land.

38. Where did the banners learn such illegitimate games? Not in elementary school and probably not in high school. But from right-wing lessons in propagating disinformation, sowing confusion, and seeking power that they fear they are losing.

### **Bans propel young people to unapproved reading**

39. Bans redirect students away from materials educational professionals have approved just as content that is not evaluated remains instantly available through the internet. These facts amount to direct assaults on children and youth legally unable to defend themselves. Despite unprecedented assaults on law, free speech, due process, and our long-developed traditions, these banners ignore young people's instantaneous access to unchecked content via smart phones and tablets. Curiously, the banners show no awareness of this, among their many omissions and contradictions. If mature material were their concern, they would focus there.

40. Perhaps in their endless, self-promoting, self-justifying, and fraudulent slogans about "parental rights" and "protecting their children"—*by severely limiting their ability to grow up, learn, and mature—they really don't care about children*. The right-wing banners' lies, distortions, baseless claims, and fundamentally anti-conservative, unconstitutional overreach all strongly suggest just that.

41. Despite the banners' best efforts, we must maintain our focus on the young. They have never been targeted like today. The stakes are life-threatening not life-affirming. The false proponents of "parents' rights" ignore, indeed assault children's basic rights to learning for development, identity, maturation, established freedoms, and responsible citizenship.

### **Young peoples' rights to read, grow up, and mature—and the future of the nation**

42. Conflicting with the ignorant claims of the banners, talented authors write books that speak to a wide range of youth experiences so that the young may see themselves, and others, in their full humanity. We need more of these books and widely available, not fewer. Most parents, and almost all teachers, librarians, child development experts, counselors, and therapists speak to this understanding regularly across all media.

43. Those of us who genuinely care about children must focus on real harm and injustice—ignorance, unequal education, racism, child abuse, sexual assault, gender discrimination, and homophobia—that are actual dangers in young people's lives. And also focus constructively on helping parents talk to their children about that ubiquitous portal to truly objectionable material: the smart phone.

44. Doing that is too difficult for book banners. It demands a minimum degree of humanity, knowledge and understanding of the law, books, reading, healthy child development, and their own children. The majority knows this; our rights and all children's rights cry out for attention.

I declare under penalty of perjury that the foregoing is true and correct.



Harvey J. Graff  
Columbus, Ohio

**Graff, Harvey J.**

**2022**

**Curriculum Vitae**

**Personal**

Citizenship: United States Birthplace: Pittsburgh, Pennsylvania

**Home Address:** 2027 Indianola Avenue  
Columbus, OH 43201  
614-291-9388

**Education**

1970 Northwestern University, Bachelor of Arts, Honors in History (History and Sociology)  
1971 University of Toronto, Master of Arts (History and History of Education)  
1975 University of Toronto, Doctor of Philosophy (History and History of Education)  
1973 Newberry Library Institute in Social, Demographic, and Family History, Certificate

**Honors and Awards**

1970 Phi Beta Kappa  
1970-1971 Woodrow Wilson Fellowship  
1971-1973 University of Toronto and Ontario Institute for Studies in Education Fellowships and Assistantships  
1972-1974 Ontario Institute for Studies in Education Research Grants  
1973 Newberry Library Institute Fellowship, Spencer and Mellon Foundations  
1973-1975 Central Mortgage and Housing Corporation (Canada) Fellowship in Urban Studies  
1976 National Endowment for the Humanities Summer Fellowship  
1976-1977 University of Texas at Dallas Research Grants  
1976 Texas Committee for the Humanities Program Grant  
1976-1977 Mathematics Social Science Board and National Science Foundation Grant  
1977 The Swedish Institute, Guest Scholarship  
1977 Umeå University, Sweden, Guest Scholar  
1978 American Council of Learned Societies, Grant-in-Aid  
1978 Texas Committee for the Humanities Publication Grant  
1979-1980 National Endowment for the Humanities Fellowship, The Newberry Library  
1979-1982 Spencer Fellowship, National Academy of Education  
1980-1981 Research Associate, The Newberry Library  
1983-1985 University of Texas at Dallas, Research Grants (Doctoral Students)  
1984 Peterson Fellowship, American Antiquarian Society (declined)  
1985-1986 Newberry Library, Short-term Fellowship  
1987 University of Texas at Dallas, Research Grants (Doctoral Students)  
1987 American Educational Studies Association Critics Choice Award  
1988-1989 American Antiquarian Society/National Endowment for the Humanities Fellowship  
1991,1992 Spencer Foundation Research Grants  
1995 Nominated for the Grawemeyer Award in Education  
1997-1998 University of Texas at Dallas Special Faculty Development Assignment for Research

1999- University of Texas at San Antonio Faculty Awards for Research and Travel  
1999-2000 Social Science History Association, President; Vice President, 1998-1999  
2001 Doctor of Philosophy *honoris causa*, University of Linköping, Sweden, for contributions to scholarship  
2001 Swedish Bicentennial Research Fund, International Conference Grant (to University of Linköping)  
2001 Social Science History Association grant to prepare book from 25<sup>th</sup> anniversary meeting  
2002 University of Texas at San Antonio Faculty Development Leave for Research  
2004- Ohio Eminent Scholar in Literacy Studies  
2004- Literacy Studies @ OSU Initiative programming grants, College of Humanities  
2004- Ohio State University, Institute for Collaborative Research and Public Humanities Award to found and develop the Literacy Studies Working Group  
2005-2006 Ohio State University, Arts and Sciences Colleges Interdisciplinary Curricular Enhancement Award (declined in favor of alternative funding)  
2006 Distinguished Lecturer, Mary Lou Fulton Endowed Symposium Series, Arizona State University  
2006-2008 Grant to Develop Graduate Interdisciplinary Specialization in Literacy Studies, Graduate School, Ohio State University  
2007 Special Research Assignment, Ohio State University  
2007- Major funding to support LiteracyStudies@OSU: An Initiative, College of Humanities, with additional funds from Colleges of the Arts and Sciences, College of Art, College of Biological Sciences, College of Dentistry, Department of English, Department of Entomology, and University Libraries, The Ohio State University, to support an annual lecture  
2008-2010 Grant for Research and Creativity in the Arts and Humanities, OSU  
2010 Gartner Lecturer, Honors Program, Southern Methodist University  
2010 Distinguished Undergraduate Research Mentor Award, Ohio State University  
2011 Nominated for the Grawemeyer Award in Education  
2011 Masters of City and Regional Planning, CRP OneBook Program, and SPA Student Association Invitee, University of Texas at Arlington  
2011-12 Faculty Professional Leave, The Ohio State University  
2013 Social Science History Association Award for Unmatched Record of Participation in the Annual Meeting, 1976-2013 and Counting  
2013-14 Birkelund Fellow, National Humanities Center Fellow  
Center for Advanced Study in the Behavioral Sciences, Stanford University (declined)  
2014 Visiting Professor, Federal University of Minas Gerais and State University of Rio de Janeiro (UERJ) (CNPq)  
2015-2016 Center for Real Estate, Ohio State University, Research Grant  
2016 Nominated for the Grawemeyer Award in Education  
2016 Visiting Scholar, Dedman College Interdisciplinary Institute, Southern Methodist University  
2017 Harvey J. Graff, Literacy Studies, and Composition, Session at the Conference on College Composition and Communication, 2017

## Professional Employment

1973 Northwestern University, Summer School, Instructor  
1974-1975 Ontario Institute for Studies in Education, Extramural Lecturer  
1975-1998 University of Texas at Dallas, Assistant to Associate (with tenure) to Professor of History and Humanities  
1980 Loyola University, Chicago, Visiting Adjunct Professor, History  
1981, 1982 Simon Fraser University, Summer School, Visiting Professor, English and Education, English and History  
1998-2004 University of Texas at San Antonio, Professor of History; 1998- , doctoral faculty in Culture, Literacy, and Language, and English, graduate faculty in Public Administration; Director, Division of Behavioral and Cultural Sciences, 1998-1999  
2004- Ohio State University, Ohio Eminent Scholar in Literacy Studies and Professor of English and History

## Publications

### Scholarly Books

The Continuing Education of a Historian: The Intersections of the Personal, the Political, the Academic, and Place (forthcoming)

Searching for Literacy: The Social and Intellectual Origins of Literacy Studies (London: Palgrave Macmillan, 2022)

Undisciplining Knowledge: Interdisciplinarity in the Twentieth Century (Johns Hopkins University Press, 2015) [discussed at a session of the Social Science History Association, Baltimore, 2015; ); honored at a Book Celebration, Rochester Institute of Technology, 2016; featured in Inside Higher Education; Nature]

Literacy Myths, Legacies, and Lessons: New Studies of Literacy (New Brunswick, NJ: Transaction Publishers, 2011)

Understanding Literacy in its Historical Contexts: Socio-Cultural History and the Legacy of Egil Johansson, co-editor with Alison Mackinnon, Bengt Sandin, and Ian Winchester (Lund, Sweden: Nordic Academic Press, 2009) [expanded version of Interchange special issue, 33, 2 (2003) with support from the Swedish Bicentennial Fund/Stiftelsen Riksbankens Jubileumsfond, Linkoping University, and Ohio State University]

The Dallas Myth: The Making and Unmaking of an American City (Minneapolis: University of Minnesota Press, 2008) [a trade book]) [discussed at a session at the Social Science History Association, Miami, 2008; Gartner Lecture, Honors Program, Southern Methodist University, 2010; Masters of City and Regional Planning, CRP OneBook Program, and SPA Student Association Invitee, University of Texas at Arlington, 2011]

National Literacy Campaigns and Movements: Historical and Comparative Perspectives, co-editor with Robert F. Arnove, new edition with new introduction (New Brunswick, NJ: Transaction Publishers, 2008)

Literacy and Historical Development, editor and contributor (Carbondale: Southern Illinois University Press, 2007)

Looking Backward and Looking Forward: Perspectives on Social Science History, co-editor with Leslie Page Moch and Philip McMichael (Madison: University of Wisconsin Press,

2005)(BIS History and Theory, 2006)[presentations and discussion from special retrospective and prospective sessions at the 25<sup>th</sup> annual meeting of the Social Science History Association, 2000]

“Teen Chicago,” special issue Chicago History, 33, 2 (2004), consulting editor and advisor “Understanding Literacy in its Historical Contexts: Past Approaches and Work in Progress,” special double issue, Interchange, 34, 2-3 (2003), co-editor with Alison Mackinnon, Bengt Sandin, and Ian Winchester [Papers from an international conference, Vadstena, Sweden, May 2002, “Egil Johansson, the Demographic Database, and Socio-Cultural History for the 21<sup>st</sup> Century: Literacy, Religion, Gender, and Social History”]

Alfabetismo di massa: mito storia realtà, in the series “Il Sapere Del Libro” (Milan: Edizioni Sylvestre Bonnard, 2002), [essays on the history of literacy, in Italian translation; series includes Roger Chartier, Robert Darnton, Anthony Grafton, Donald McKenzie]

Dallas Public and Private by Warren Leslie (1964), co-editor with Patricia E. Hill (Dallas: Southern Methodist University Press, 1998) [new edition with new introduction]

Conflicting Paths: Growing Up in America (Cambridge, MA: Harvard University Press, 1995) [Choice Magazine Outstanding Academic Book Award, 1995; excerpted in Paula S. Fass and Mary Ann Mason, eds., Childhood in America (New York: New York University Press, 2000); Project Gutenberg Internet Text Archive]

The Labyrinths of Literacy (Pittsburgh: University of Pittsburgh Press, Composition, Literacy, and Culture Series, 1995) [revised and expanded collection of my essays]

The Literacy Myth: Cultural Integration and Social Structure in the Nineteenth Century (New Brunswick, NJ: Transaction Publishers, 1991) [new edition with new introduction]

Growing Up in America: Historical Experiences, editor (Detroit: Wayne State University Press, 1987)

National Literacy Campaigns: Historical and Comparative Perspectives, co-editor with Robert F. Arnove (New York: Plenum Publications, 1987)[Introduction reprinted in Ellen Cushman, Eugene Kintgen, Barry Kroll, and Mike Rose, eds., Literacy: A Critical Sourcebook (New York: Bedford/St. Martins Press, 2001), 591-615]

The Labyrinths of Literacy: Reflections on Literacy Past and Present (Sussex: Falmer Press, 1987) [collection of my essays] Portuguese edition (Brazil: Artes Medicas, 1994); Spanish forthcoming; Chinese in preparation; extracts reprinted in Gitta Stagl, Literatur, Lektüre, Litterariat (Vienna: Buro Medienberbund Österreichischer Bundesverlag)

The Legacies of Literacy: Continuities and Contradictions in Western Society and Culture (Bloomington: Indiana University Press, 1987; paper, 1991) [discussed at a session of the Social Science History Association, 1987; American Educational Studies Association Critics Choice Award, 1987; Society magazine book-of-the-month; nominated for a number of book awards] Italian edition: Storia dell’Alfabetizzazione Occidentale. 3 vols. (Bologna: Il Mulino, 1989); Chinese in preparation; excerpted in David Crowley and Paul Heyer, eds., Communication in History 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5th ed. (White Plains, NY: Longman, 1995-2006) and Spanish translation; Ellen Cushman, Eugene Kintgen, Barry Kroll, and Mike Rose, eds., Literacy: A Critical Sourcebook (New York: Bedford/St. Martins Press, 2001)

Literacy and Social Development in the West, editor and contributor (Cambridge: Cambridge University Press, Studies in Oral and Literate Culture, 1981); Italian edition: Alfabetizzazione e sviluppo sociale in Occidentale. Problemi e prospettive. (Bologna: Il Mulino, 1986); Chinese in preparation

Literacy in History: An Interdisciplinary Research Bibliography (New York: Garland Publishing, Inc., 1981) [previously published (in part): Chicago: The Newberry Library, Family and Community History Center, 1976; addendum, 1979]

Quantification and Psychology: Toward a New History, co-editor and contributor, with Paul Monaco (Washington, D.C.: University Press of America, 1980) [papers from the MSSB-NSF Quantification and Psychohistory Conference, April, 1977]

The Literacy Myth: Literacy and Social Structure in the Nineteenth-Century City (New York and London: Academic Press, Studies in Social Discontinuity Series, 1979); [Society magazine Book-of-the-Month; nominated for a number of professional book awards; discussed at a session of the Social Science History Association, 1981; excerpted in Journal of Reading; Malcolm Kiniry and Mike Rose, Critical Strategies for Academic Thinking and Writing (New York: Bedford Books-St. Martins Press, 1st ed., 1990, 2nd ed., 1995, 3rd ed., 1998); plenary session to mark 30<sup>th</sup> anniversary of publication, Expanding Literacy Studies International Interdisciplinary Studies Conference for Graduate Students, Ohio State University, April 2009]

Children and Schools in Nineteenth-Century Canada/L'école canadienne et l'enfant au dix-neuvième siècle, with Alison Prentice (Ottawa: National Museum of Civilization, Canada's Visual History Series, 1979; revised ed., CD-ROM, 1994)

Dallas, Texas: A Bibliographic Guide to the Sources of its Social History, with Alan R. Baron and Charles Barton (Austin, Texas: University of Texas Press, 1979) [First published: University of Texas at Dallas, Southwest Center for Economic and Community Development, Papers, 1977]

### *Articles*

**“The nondebate about critical race theory and our American moment: The interaction of past, present, and alternative futures,” Journal of Academic Freedom**

**“Disconnecting Gown and Town: Campus Partners for Urban Community Development, Ohio State University,”**

**“Literacy Studies and Composition through the work of Harvey J. Graff, Tribute Session, Conference on College Composition and Communication 2017 including Response by Graff”**

**“The new literacy studies and the resurgent literacy myth,” Literacy in Composition Studies, Fall, 2021**

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### **Retirement letters and essays. 2021-**

**Kirwan Institute**  
**Zayed University, United Arab Emirates**

#### **Letters to the Editor**

Ohio Republicans, Columbus Dispatch, Mar. 9, 2021  
Dave Yost, Cleveland Plain Dealer, April 1, 2021  
Voter ID laws, Columbus Dispatch, April 16, 2021  
Ohio covid response, Cleveland Plain Dealer, Apr. 19, 2021  
Ohio policy failures , Columbus Dispatch, May 14, 2021  
Republicans imitate other states, Cleveland Plain Dealer, May 16, 2021  
Covid policy making, New York Times, May 18, 2021  
Troy Balderson , Columbus Dispatch, May 22, 2021  
Dave Yost v. American history, Cincinnati Enquirer, May 30, 2021  
State legislators and critical race theory, Cleveland Plain Dealer, June 27, 2021  
Vaxx-A-Million, Columbus Dispatch, July 12, 2021  
VAX-A-NICKEL, The Lantern, Aug. 18, 2021  
Why aren’t Ohio’s GOP officials taking action to address AAPI hate ? Cleveland Plain Dealer, Aug. 25, 2021  
Where is the Ohio Democratic Party? Toledo Blade, Aug. 29, 2021  
Ohio State Republicans continue to imitate increasingly recklessly , Cleveland Plain Dealer, Nov 17, 2021  
The CDC stumbles again, Washington Post, Jan. 3, 2022  
Essay critical of Louis Menand’s book review is disappointing, Chronicle of Higher Education, Jan. 12, 2022

#### **Essays**

“Celebrating Jan Reiff,” UCLA History Dept. Tribute, May 24 2021  
“Republicans assault fact-based American history and promote popular ignorance,” Columbus Dispatch May 28, 2021  
“DeWine’s covid blunders and the failure of VAX-A-MILLION,” Columbus Dispatch June 25, 2021  
“Columbus’ identity crisis and its media,” ColumbusUnderground, July 23, 2021  
“The attack on critical race theory threatens our democracy,”Inside Higher Education , Aug. 2, 2021  
“Remembering Mike Rose in person and in print,” Inside Higher Education, Aug. 18, 2021, UCLA Graduate School of Education and Information Science Tribute  
“There Is No Debate About Critical Race Theory: How a network of GOP politicians and conservative activists are trying to create controversy where there is none,” Washington Monthly, Sept. 4, 2021; reposted Columbus Free Press, Sept. 2021  
“Interdisciplinarity is not about the humanities aping the sciences,” Times Higher Education, Sept. 7. 2021

“Colleges can learn from sports figures about mental health,” [Inside Higher Education](#), Sept. 13, 2021

“The decline of a once vital neighborhood: Columbus’ University District,” [Columbus Free Press](#), Sept 14, 2021

“For Ohio State, bigger is not better,” [Columbus Free Press](#), Sept. 16, 2021

“A post-retirement career as a public academic meets the moment’s need,” [Times Higher Education](#), Sept 18, 2021

“The New White Fright and Flight and the Critical Race Theory Nondebate,” [Academe Blog](#) Sept. 29, 2021

“Ohio’s elected Republicans fail their public.” [Columbus Free Press](#), Oct. 2, 2021

“Columbus’ University District: Students and the institutions that fail them,” [Columbus Free Press](#), Oct. 8, 2021

“Governor Mike DeWine’s Continuing Covid Failures: The Ohio Tragedy,” [Columbus Free Press](#), Oct. 13, 2021

“Civics tests should be required to hold public office,” [Inside Higher Education](#), Oct. 21, 2021

“Notes on current politics in Columbus and Ohio: Thoughts in response to questions from my editor,” [Columbus Free Press](#), Oct. 21, 2021

“America First: An Excavation of Trumpism and the Trump Agenda,” [Columbus Free Press](#), Oct 24, 2021

“Ohio Education Promotes Racism and Restricting Equity, Again,” [Columbus Free Press](#), Oct. 27, 2021

“History lessons can help disciplines to survive,” [Times Higher Education](#), Oct. 30, 2021

“OSU isn’t having a crime crisis; it’s having a leadership crisis,” Busting Myths, [Columbus Free Press](#), Nov 2, 2021

“Response to Columbus Alive, ‘The list: Reasons that Columbus Underground opinion piece is trash,’ by Andy Downing and Joel Oliphint, [Columbus Alive](#), July 26: A visit to journalism fantasy land,” Busting Myths, [Columbus Free Press](#), Nov. 7, 2021

“‘Update’ to Ohio State isn’t having a crime crisis,” Busting Myths, [Columbus Free Press](#), Nov. 13, 2021

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“Young heroes: For Thanksgiving,” [Columbus Free Press](#), Nov. 25, 2021

“Gov. DeWine abandons science and the public,” Busting Myths, [Columbus Free Press](#), Dec. 1, 2021

“The Ohio State University promotes public health crises,” Busting Myth, [Columbus Free Press](#), Dec. 6, 2021

“DeWine whines about critical race theory,” Busting Myths, [Columbus Free Press](#), Dec. 11, 2021

“Marketing the second biggest lie: The Faith & Freedom Caucus vs. American history & Christianity,” Busting Myths, [Columbus Free Press](#), Dec. 14, 2021

“The triumph of the new ‘fake news’ in the legitimate press,” Busting Myths, [Columbus Free Press](#), Dec. 19, 2021

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“My New Year’s wish list: Media misconceptions and the ten minute historical memory,” Busting Myths, Columbus Free Press, Dec. 29, 2021

“Gov. DeWine abandons science and the public,” Washington Monthly, Dec. 31, 2021

“Know Nothings: A scholar and author examines the banning of books, past and present,” Publishers Weekly, Jan. 3, 2022/”Harvey J. Graff Examines the History of Book Banning” online, Dec. 31, 2021

“Texas and Florida secede from reality; Ohio imitates,” Busting Myths, Columbus Free Press, Jan. 4, 2022

“Columbus, *Ohio*, searches to be a city: The myth of the Columbus Way,” Busting Myths, Columbus Free Press, Jan. 9, 2022

“The Banality of University Slogans. Whether its ad campaigns for football season, gauzy reports from the provost, or rhetoric from the school’s president, higher education abounds with empty rhetoric,” Washington Monthly, Jan. 10, 2022  
Discussed and excerpted in Hank Reichman, “Per Aspera ad Astra,” Academe Blog, Jan. 10, 2022

“The dilemmas of disciplines going public,” Inside Higher Education, Jan. 13, 2022

“Can we resurrect our ‘founding’ faith in the American ‘People’?” Busting Myths, Columbus Free Press, Jan. 15, 2022

“Slogans don’t substitute for universities policies and programs: they represent their absence,” Times Higher Education, Jan. 17, 2022

“Sloganeering and the limits of university leadership,” Academe Blog, Jan. 2022

“The *Columbus Dispatch*: The decline of a metropolitan daily newspaper,” Busting Myths, Columbus Free Press

“Banning Books, the New Illiteracy, and the Assault on All Our Children,” with Ashley Hope Perez

“The Other Immigrants and Diverse American Dreams, with Ameer Abdul,” Busting Myths, Columbus Free Press,

“The Media Mangle the Big Lie and the Nondebate over Critical Race Theory,” Busting Myths, Columbus Free Press, Jan. , 2022

“The new battle of the books: 1619 vs. 1620, 1776, and 1836,” Publishers Weekly,

“Teaching outside the box: A retired professor’s continuing education,” IHE

“The Misrepresentation and Marketing of “Financial Literacy”: The Fallacies and Dangers of FL4ALL,” Busting Myths, Columbus Free Press

“The disappearance of journalistic standards in opinion essays as they replace the news,” Busting Myths, Columbus Free Press

“1619 vs. 1620, 1776, and 1836: How many ‘projects’ does it take to obfuscate a truly American history?” Magazine of American History/Columbus Free Press

“The U.S. and Canada: Confronting the past in the present,” Busting Myths, Columbus Free Press/Magazine of American History

“The politicians on the ‘project’ of remaking American history: Should Ivy League” graduates know better?” Busting Myths, Columbus Free Press

“Universities in 2021: Beyond Nicholas Dirks and “reconciling the two cultures,” IHE

“Subdisciplines and Interdisciplinarity,” IHE

“Interdisciplinarity in the 21<sup>st</sup> century: from *Undisciplining Knowledge* to LiteracyStudies@OSU,” THE

“The humanities are lost in a historical maze at least partly of our own making”

“A citizen vs. Postmaster Louis DeJoy and his crippling of the U.S. Postal service,” WaMo

### Journalism and Local Articles to 2015

“An Education in Sloganeering,” Wall Street Journal, Oct. 1, 2015

“How misguided university policies are harming the humanities, arts and sciences,” Inside Higher Education, December, 18, 2015

“Early-college programs lack many benefits of the real thing,” Commentary, with Steve Rissing, Columbus Dispatch, June 7, 2015

“Throwing the Baby Out With the Interdisciplinarity Bath Water,” letter to the editor, Chronicle of Higher Education, June 12, 2014

“Booktalk,” Ohio State University, On Campus, October, 2012

“The Troubled Discourse of Interdisciplinarity,” letter to the editor, Chronicle of Higher Education, Feb. 5, 2010

“Not Your Mother’s Literacy, But Perhaps Your Daughter’s” with Susan Hanson, English @ OSU, 2,1 (Spring 2008)

“Alamo City’s Different Futures,” Insight, San Antonio Express-News, June 24, 2001.

“City must create own mold for public universities,” San Antonio Express-News, Aug. 23, 1998.

“Race between San Antonio, Dallas like fabled tortoise and the hare: Commentary,” San Antonio Express-News, Dec. 31, 1997.

“How Can You Celebrate a Sesquicentennial If You Have No History? Reflections on Historical Consciousness in Dallas,” essay commissioned by the Dallas Morning News for Texas State Sesquicentennial, 1986.

“Basic Education” and “Youth,” Issues and Alternatives: A Guide to the Policy Maker (Dallas: Dallas Public Library, Public Interest Information Network, 1979).

“Reviews in Southwestern History,” Texas Books in Review, 2 (1978).

City of Dallas Historic Landmarks Publications: “Swiss Avenue Historic District,” 1978; “Old Fair Park Fire Station,” 1978; “Union Station,” 1979; “Oak Lawn Fire Station,” 1980; “Federal Reserve Bank,” 1980; “Trinity Methodist Church,” 1980; “Miller Shingle Style House,” 1981 [reprinted in Historic Dallas, 3 (Spring, 1982)]; “South Boulevard/Park Row,” 1982 [reprinted in Historic Dallas, 3 (Summer, 1982)]; “Saint Paul United Methodist Church,” 1982; “Ambassador Hotel,” 1982 [reprinted Historic Dallas, 3 (Fall, 1982)]; “Melrose Hotel,” 1983; “Majestic Theatre,” 1983; “Cedar Crest,” 1984; “Magnolia Building,” 1984; “Fair Park,” 1985

“History, Philosophy, and Philosophy of History,” Texas Books in Review, 1 (1977).

“Who Decides? Who Controls? A Perspective on Our Urban Past,” Southern Resources Center, The Housing and Community Development Act of 1974: Promise and Practice. A Handbook on Public Policy (Dallas: Southern Resources Center, 1976).

### Education/Curriculum

Contributor, H-Education Electronic Network, graduate syllabuses, 2003-

Contributor, SHARP, Electronic Network, graduate syllabus, 2003, 2005

Contributor, H-Child Electronic Network, graduate and undergraduate course syllabuses, 1998-

Contributor, H-Urban Electronic Network, urban graduate and undergraduate course syllabuses, 1994-

Contributor, Urban History Association, Syllabus Exchange, 1990 and Syllabus Exchange II and Sampler, 1993

### **General/Public**

#### **Books**

Women and Public Policy: Conference Proceedings, with Carolyn L. Galerstein (Richardson: University of Texas at Dallas, 1977)

Women and Public Policy: A Report, with Carolyn L. Galerstein (Richardson: University of Texas at Dallas, 1978)

#### **Encyclopedia Entries**

“Literacy Myths,” with John Duffy, in Literacies and Language Education, ed. Brian Street, Encyclopedia of Language and Education, 2<sup>nd</sup> ed. 2007; 3<sup>rd</sup> ed. 2017 (Berlin and New York: Springer International).

“Literacy” in Microsoft Encarta, 1998, new entry.

“Literacy,” The World Book Encyclopedia, 1995 and future eds.

“Literacy,” in Microsoft Encarta

“Illiteracy,” The World Book Encyclopedia, 1993 ed., Vol. 18, 78-79.

“Literacy,” Funk and Wagnalls New Encyclopedia, 1983, 156-157.

### **Book Reviews**

History of Education Quarterly (3); Acadiensis; Texas Books in Review (4); American Journal of Sociology (2); Labour/Le Travail; American Historical Review (4); Journal of American History (4); Language in Society; Journal of Interdisciplinary History (4); Journal of Social History (3); Canadian Historical Review; Criminal Justice History; Contemporary Sociology (2); Transaction/SOCIETY; American Anthropologist (2); Journal of Family History; Interchange; Comparative Studies in Society and History

### **Work in Progress**

*Searching for Literacy: The Social and Intellectual Origins of Literacy Studies* is in press with Palgrave Macmillan.

I have drafted and am revising my autobiography: *The continuing education of a historian: The intersections of the personal, the political, the academic, and place*.

In retirement, I've developed a new "niche" in "public education" and "teaching outside the box."

American Historical Association

American Association of University Professors

Columbus Dispatch

Various newspapers, NPR affiliates, and television stations across the US

Busting Myths column, Columbus Free Press  
Public office holders in Columbus, Ohio State Government, and U.S. Government  
Columbus City Government  
Faculty, students, and administrators at Ohio State University  
OSU Student Life  
Kirwan Institute for the Study of Race and Ethnicity, Ohio State University  
Zayed University, United Arab Emirates  
Other students, high school to graduate school  
International historical researchers  
Morgan Harper for Ohio  
State Board of Education members  
Public Education Partners  
Honesty in Ohio Education  
Red Wine & Blue  
Moms Demand Action

### **Research and Teaching Interests**

Historical and Contemporary Studies of Literacy; Modern North American and Western European (comparative) Social History; United States and Canadian History; History of the Family and Women; Urban History; History of Social Policy; History of Social Institutions; History of Population and Social Structure; Nineteenth-Century Society and Culture; History of Literacy; History of Children, Adolescents, and Youth; History of Education; Public and Applied History; Local and Community History; Approaches/Methods in History; Theory and Method in the Humanities and the Social Sciences

[Information on student theses and dissertations available on request]

### **Additional Professional Experience**

#### **Academic**

Canadian Social History Project, Ontario Institute for Studies in Education and University of Toronto, consultant, 1973-1975  
Conference on Quantitative History and Psychohistory (sponsored by the Mathematics Social Science Board, National Science Foundation), coordinator (with Paul Monaco), 1977  
Journal of Family History, Bibliographic Project, consultant, 1977-1979  
National Endowment for the Humanities, reviewer and panelist, 1977- ; consultant, 1978-  
Workshop on Women in Higher Education, Texas A&M University, College Station, Texas, university representative, 1978  
Historical Atlas of Canada, consultant, 1979-1982  
Newberry Library: Fellow; Research Associate; Fellowship Committee; Family and Community History Center Associate, 1979-1981; fellowship reviewer, 1979-  
Newberry Library Renaissance Conference, Advisory Committee, 1981-1982  
President's Commission for a National Agenda for the Eighties, consultant, 1980  
National Institute of Education, consultant, 1980-

Fertility Determinants Project, Indiana University, consultant, 1983

Annenberg School of Communications, University of Southern California, Annenberg Scholars Program, 1983

NEH Implementation Grant, University of Texas at Dallas, "The Art of Translation in an Interdisciplinary Curriculum: Re-Creative Dynamics in the Humanities", consultant/instructor, 1983-87

American Antiquarian Society, Program on the History of the Book in American Culture, Advisory Board, 1985-1988, 1988-1991

Humanities Institute, Simon Fraser University, consultant "The Story of Literacy," television series project (proposed), conference planning, and other projects, 1985-

United States Working Group, International Commission for the History of Social Movements and Social Structures, and International Congress on Historical Sciences, member, 1990

Everyday Literacy Practices In and Out of Schools in Low Socioeconomic Urban Communities Project, Griffith University, Australia, consultant, 1993-

A Study of Effectiveness in Prison Education, Simon Fraser University, Graduate Liberal Studies Program, consultant, 1993

Resource member, UNESCO/UNESCO Institute of Education Literacy Exchange Network, 1994-

H-Urban (H-Net Humanities and Social Sciences Online), Board of Advisors, 1995-

Great Cities Program, Electronic Network, University of Illinois at Chicago and H-Net, Advisory Board, 1995-2002

Great Cities Project, University of Illinois at Chicago and H-Urban, "The History of Community Organizing and Community-Based Housing and Economic Development in an International Context," on-line seminar, International Advisory Board, 1995-99

Stanton Sharp Symposium on the History of the Family, Southern Methodist University, advisor, 1996-

William P. Clements Center for Southwest Studies, Department of History, Southern Methodist University, Fellow, 1996-

Signs: Journal of Women in Culture and Society, special issue on "Feminisms and Youth Culture," advisor and manuscript reviewer, 1996-

H-Childhood (H-Net Humanities and Social Sciences Online), Board of Advisors, 1998-

Chicago Historical Society, "Teen Chicago," principal academic adviser, 2001-2004

a multi-year project in the history of teens, oral history, public programming, publications, and transformation of the roles of young people in museums and historical societies [see below]

The Child: An Encyclopedic Companion (University of Chicago Press, 2009), Advisory Board, 2001-2009

Urban History Association, Board of Directors, 2002-04

"Literacy, Religion, Gender, and Social History: A Socio-Cultural History for the 21<sup>st</sup> Century. An International Conference for Egil Johansson," Vadstena, Sweden, May, 2002, co-organizer, coordinator, and speaker, with scholars in Sweden, Australia, and Canada, with support from the Swedish Bicentennial Research Fund to University of Linköping (Bengt Sandin)

University of California, Berkeley, Center for Children and Youth Policy and Department of History, Conference on Rethinking Child Development, October, 2005, one of a series of

small conferences to bring together historians and social scientists on the subject of childhood, 2005-

McGill University, Arts Faculty Humanities Program and Interdisciplinary Studies Review, External Expert, 2007

Communications and Society Program of the Aspen Institute for the Knight Commission on the Information Needs of Communities in a Democracy, Advisory Board, 2008-

Carnegie Mellon University, Department of History, President's Advisory Board, 2008-

Bedford Bibliography for Teachers of Writing, consultant, 2010

National Public Radio, Radiolab program, interview on the origins of cities, 2010

Scientific Committee of I SIHELE 2010, International Seminar on History of Teaching Reading and Writing, theme: "The constitution of the field of history of literacy in Brazil." promoted by Gphellb-Research Group "History of Teaching Language and Literature in Brazil", Faculty of Philosophy and Sciences, Post-Graduate Program in Education at Universidade Estadual Paulista - Campus Marilia, Brazil, member, 2010

Advisory Board, Museum of Writing, online collaborative project, Institute of English Studies, University of London, and Faculty of Information Studies and University Library, University of California, Los Angeles, 2010-

Scientific Committee, ABAlf-Brazilian Congress on Literacy, "The meanings of literacy in Brazil: what we know, what we do and what want?" and II SIHELE-International Seminar on the History of Teaching Reading and Writing, "Methods and teaching materials in the history of the initial teaching of reading and writing in Brazil," 2013

Scientific Committee, I CONBAlf (Brazilian Congress on Literacy)—Associacao Brasileira de Alfabetizacao (Brazilian Association of Literacy), 2015

External reviewer: National Endowment for the Humanities; Newberry Library; Center for Advanced Studies in the Behavioral Sciences; National Institute of Education; Social Sciences and Humanities Research Council of Canada; American Council of Learned Societies; Center for English Language Achievement (CELA), SUNY at Albany; Montana State University; Spencer Foundation, Major Grants

### **Editorial**

Interchange: A Quarterly Review of Education, Editorial Board, 1974-1975; Corresponding Editor, 1975-1976; Consulting Editor, 1985-

History of Education Quarterly, Editorial Board, 1979-1983

Historical Methods, Editorial Board, 1987-1989

Interdisciplinary Perspectives in Social History Series, State University of New York Press, General Editor, 1979-85 [3 books published]

Interdisciplinary Studies in History Series, Indiana University Press, General Editor, 1982- [19 books contracted; 11 published]

State University of New York Press, consultant, 1979-85

Garland Publishing, Inc., consultant, 1979-1981

Indiana University Press, consultant, 1982-

Wayne State University Press, consultant, 1985-89

Wilson Quarterly, special issue on literacy, advisor, Spring, 1986

Studies in Written Language and Literacy, John Benjamins Publishing Company, Amsterdam, Editorial Board, 1992-

Social Science History, Editorial Board, 1994-1997

Historical Social Research/Historische Sozialforschung (Germany), Consulting Editor, 1998-

Literacy and Numeracy Studies: An International Journal (Australia), International Editorial Board, 1998-  
Journal of Language, Identity, and Education, Editorial Board, 2000-2007  
American Periodicals, Editorial Advisory Board, 2005-  
Computers & Composition Digital Press (CCDP), International Editorial Board, 2007-  
Literacy in Composition Studies, Founding Editorial Board, 2012-  
Book and Manuscript Reviewer: History of Education Quarterly; Journal of American History; Histoire sociale/Social History; American Historical Review; Southwestern Historical Quarterly; American Journal of Sociology; Texas Books in Review; Journal of Family History; Social Science History; William and Mary Quarterly; Historical Methods; Journal of Social History; Journal of Library History/Libraries and Culture; Educational Studies; Journal of Interdisciplinary History; Canadian Historical Review; Curriculum Inquiry; Acadiensis; Contemporary Sociology; Labour/Le Travailleur; Language in Society; Criminal Justice History; Society; American Anthropologist; American Ethnologist; Interchange; Journal of Modern History; Historical Studies in Education; Proceedings, American Antiquarian Society; American Literature; Journal of Higher Education; Journal of the History of the Behavioral Sciences; Journal of Urban History; Urban History; Victorian Studies; Signs; Library Quarterly; Journal of Educational Thought; Journal of Language, Identity, and Education; CCC; Cornell University Press; University of Chicago Press; University of Wisconsin Press; State University of New York Press; Indiana University Press; Cambridge University Press; Academic Press; Oxford University Press; University of Tennessee Press; Plenum Publications; Sage Publications; Southern Methodist University Press; Northern Illinois University Press; Wayne State University Press; Houghton Mifflin; University of Pennsylvania Press; University of Massachusetts Press; Rutgers University Press; Columbia University Press; Greenwood Publishing; University of Pittsburgh Press

### **University**

University of Toronto and Ontario Institute for Studies in Education, Department of History and Philosophy of Education, 1970-1975: Research Assistant; Member: General Assembly, departmental committees (admissions, searches, orientation, evaluation, research and development, programmes and graduate studies, nominating, library, admissions policy)

### **University of Texas at Dallas, 1975-1998**

Member: School and College of Arts and Humanities; Faculty associate: School of Social Science and School of General Studies (years vary); Graduate faculties in Arts and Humanities, Education, Interdisciplinary Studies

University-wide: Council on Teacher Education; Teacher Certification Review Team in History and English; Task Force on Role and Scope of Teacher Education; Faculty Senate Election Committee; Search Committees; Women's Studies Committee; Committee on Women's Archive and Research Collections; Committee on Student Fellowships and Scholarships (Chair, 1983-84); Committee on Research; Urban Studies Group; Dallas Research Group; Association of Women Faculty (Member and Speakers Committee); Faculty Review Committees; Accreditation Self-Study, Graduate Studies Committee; Committee on Parking and Security; Library Committee; J. Erik Jonsson Papers, advisor School of Arts and Humanities: Committee on Teacher Education; Faculty Agenda Committee and Parliamentarian; Search Committees (and chair); Target-of-Opportunity Search Committees (and chair); College Steering and Interdisciplinary Studies Committees;

Community College Liaison; Graduate Advisory Board and Planning Committee; Committee on Urban History; Graduate Studies Committee; Advisory Committee on Law and Human Values Program; Faculty Ad Hoc Review Committees (and chair); Faculty Personnel Review Committee; Committee on Grants and Development; Committee on Graduate Student Assistantships; Course and Curriculum Committee; Task Force on Undergraduate Studies; Cecil Green Lectures Committee; Core Curriculum Committees (and chair); Planning and Budget Committee; Library Development Committee; Nominating Committee; Grant Proposal Committees

**Simon Fraser University, 1981-**

Consultant, Humanities Institute conferences and programs, external studies programs; Special Arrangements Doctoral Committee member

**University of Texas at San Antonio, 1998-2004**

Director, Division of Behavioral and Cultural Sciences, 1998-1999

Member: Department of History; Doctoral faculty and Doctoral Studies Committee, Ph.D. Program in Culture, Literacy, and Language, Division of Bilingual and Bicultural Studies; Doctoral Faculty, Ph.D. Program in English; Graduate Faculty, Department of Public Administration (Urban Studies); Learning Community and Freshman Seminars for Undergraduate Studies faculty

Division Faculty Review Advisory Committee; Division Periodic Performance Evaluation (Post-Tenure Review) Committee and Chair; Division Scholarship Committees

History Faculty Search Committees; Department Restructuring Committee; Department By-Laws Committee; Department Faculty Review Advisory Committee and Chair; Department Periodic Performance Evaluation (Post-Tenure Review) Committee; Graduate Program Admissions Committee; Library Liaison for History; Graduate Studies Advisory Committee; M.A. Comprehensive Examination Committees and Chair; MA Thesis Committees and Chair

Department of Public Administration Search Committee

Ph.D. in Public Policy Program Committee

Doctoral Program in Culture, Literacy, and Language Doctoral Studies Committee; Qualifying Exam Committees; Dissertation Committees

College of Education and Human Development, Faculty Review Advisory Committee

University Faculty Review Advisory Committee

**The Ohio State University, 2004-**

Ohio Eminent Scholar in Literacy Studies, Professor of English and History; Faculty Associate, Department of Comparative Studies

Faculty affiliate: Diversity and Identity Studies Collaborative; Humanities Institute; International Poverty Solutions Collaborative, A University Center for Innovation; Mershon Center for International Security Studies; Center for Medieval and Renaissance Studies; Kirwan Institute for the Study of Race and Ethnicity; Project Narrative

Department of English; Rhetoric, Composition, and Literacy section; American Literature before 1900 section; Politics and Culture section; Senior Faculty Selective Investment Search Committee; Associate Professor reviews; Nominated for Professor of the Year, Graduate and Undergraduate, 2005, Graduate, 2006, Graduate, 2007; Promotion and Tenure Committee; Graduate Studies Programs and Policies Committee, Presidential Fellowships Subcommittee; Estrich Award Subcommittee; Diversity Committee; MA Exams Revision Committee; Awards and Nominations Committee

Department of History; American and European History; Curriculum Constellations; Modern America Initiative, 2008-

Advisory Committee, Center for Historical Research (CHR), Family, Kinship and Households: New Perspectives

Popular culture faculty

Doctoral Student Adviser and Supervisor, Examination Committee Chair and Member; Doctoral Dissertation Director and Committee Member, Doctoral Dissertation Defense Committees; M.A. Examination Committees, Dance, English, History, Education

Director, Literacy Studies @ OSU and Literacy Studies Working Group, Institute for Collaborative Research and Public Humanities and College of Humanities, campus-wide interdisciplinary literacy initiative: working groups, public programs and visiting speakers series, Graduate Interdisciplinary Specialization/minor, university-wide graduate students interdisciplinary seminar, History of the Book group, international interdisciplinary graduate student conference Expanding Literacy Studies (2009), registered student society, and related activities, 2004-

Member, Advisory Board, Building Public Space Initiative, Institute for Collaborative Research and Public Humanities

Director and advisor, Graduate Interdisciplinary Specialization (minor) in Literacy Studies (final approval, 2007)

Faculty Adviser and Coordinator, International, Interdisciplinary Graduate Students Conference, Expanding Literacy Studies, for and by graduate students, The Ohio State University, April 3-5, 2009

Faculty Adviser, Graduate Students Interdisciplinary Literacy Studies Organization; Appalachian Literacy GradGroup; History of the Book GradGroup

Organizer and member, History of the Book Group; History of Reading, Writing, and Book Arts Working Group, sponsored jointly by the Institute for Collaborative Research and Public Humanities and Literacy Studies @ OSU

Working Group on Public Humanities, Institute for Collaborative Research and Public Humanities

The Neighborhood Institute, working group of the Institute for Collaborative Research and Public Humanities, Advisory Board

Working Group on the Future of the University

Civic Engagement Committee, College of the Arts and Sciences

University-wide:

President's and Provost's Advisory Council

Ohio State Teaching Enhancement Program (OSTEP) Steering Committee

Committee to Select Distinguished University Lecturers, 2005-07, chair

University Council on Literacy Studies, founding member

Working Group on Revising Undergraduate Education

Doctoral Dissertation Defense Committees, 2005-

**External Reviewer and Evaluator, Tenure and Promotion:** Simon Fraser University; University of Minnesota; Stockton State College; Indiana University (6); Ohio University (2); Wellesley College; University of Michigan (2); Stanford University; Georgia State University; Royal Melbourne Institute of Technology; University of California at Los Angeles (2); Bowling Green State University; University of Wisconsin-Milwaukee;

University of Toledo; Ohio State University Library; Arizona State University; University of Notre Dame, University of Michigan, University of Illinois

**External Evaluator, Theses and Dissertations:** Southern Methodist University; Simon Fraser University, Canada; University of New South Wales (Aust.); James Cook University (Aust.); University of Technology Sydney (Aust.)

### **Public History: General**

Potomac Educational Resources, Inc.: A Research and Consulting Group for Educational Policy and Public History, Advisory Board of Scholars, 1979-87

New Hampshire Humanities Council, "Literacy: Myths and Legacies" Conference, advising humanist, 1989-91; Keynote Speaker and panelist, 1991

Conference on Humanistic Perspectives on Public Policy, Texas Committee for the Humanities (TCH), San Antonio, university representative, 1976

Texas Committee for the Humanities (NEH), consultant, 1976-

Conference on Women and Public Policy, Dallas (sponsored by TCH), coordinator, 1976

Texas Coalition for Juvenile Justice Reform, Program on Status Offenders (sponsored by TCH), consultant, Advisory Board, discussant, 1977

Dallas Public Library, Humanities Resources Information System Project (sponsored by NEH, NSF, TCH), Advisory Board; Humanities Involvement Group; consultant, 1977-1979; Dallas and Texas History Division, Advisor, 1984-89

"It Made a Difference": Women in Texas History Project, consultant, 1979-1982

Chicago Metro History Fair, final fair judge, 1980

Illinois Humanities Council, consultant, 1980-1981

Handbook on Texas Women, advisor, 1983-

Handbook of Texas History, advisor, 1984-85

Folklore Media Center, Dallas, Advisory Board, 1984-89

Italian National Radio, "America Coast to Coast," commentator, 1984, 1987

Pictorial History of Texas Jews, Advisory Board, 1988-90

Louisiana State University at Shreveport, Master of Arts in Public History program, advisor, 1992-

Fort Worth Museum of Science and History, Texas History Gallery, Advisory Board, 1992-

University of Adelaide, Australia, Radio, 1993

San Antonio History Fair, judge, 2000-

Dallas Times Herald; Dallas Morning News; San Antonio Express-News; [London]Times Educational Supplement; KERA-Channel 13, Dallas; National Public Radio, The Nation, HuffingtonPost, HuffingtonPostLive resource and contributor

KERA-90.1 FM (NPR Dallas), advisor

San Antonio History Website Development Project (NEH grant to UTSA), Advisory Group, 2001-

Chicago Historical Society, "Teen Chicago," principal academic adviser, 2001-2004

a multi-year project in the history of teens, oral history, public programming, publications, and transformation of the roles of young people in museums and historical societies, with funding from the Joyce Foundation, Elizabeth Morse Charitable Trust, Chicago Community Trust, Nathan Cummings Foundation, Field Foundation of Illinois; James S. Kemper Foundation, Illinois Humanities Council, and National Endowment for the Humanities; American Association of Museums Excellence in Education Award and Muse Award (Media & Technology) Honorable Mention, 2005

LifeTimes/Everyday Life in America: A New Way of Doing History, Scholarly Advisory Board, 2002-

NPR Chicago, Series on Children and Adolescents, adviser, 2003-  
Radio and television talkshows, interviews, moderator

### **Community/Local**

Dallas Social History Project, director, 1975-1979

Texas local and regional historical societies and groups, consultant and advisor, 1976-

Southern Resource Center, Dallas, Project on the Community Development Act of 1974 and the  
East Dallas Community, sponsored by the Texas Committee for the Humanities (TCH),  
consultant and humanist, 1976

Fuerza de los Barrios, Fort Worth, Trinity River Project (sponsored by TCH), consultant and  
humanist presenter, 1976

Research Group on School Desegregation, White Flight and Busing, Dallas, 1976-1978

Kaplan, Gans, and Kahn, Consultants, 1976-1978

Dallas Historical Society: Consulting Historian, 1976-89; "A Return to the Neighborhoods"  
Project, Advisory Board, 1977-1979; Seminar on Community History, historian and speaker,  
1982

Collaborative Approach to Services for the Elderly, University of Texas Council of Presidents,  
resource person, 1977-

City of Dallas, Historic Landmark and Preservation Committee, Historic Marker Taskforce,  
1977-1981; Publicity Taskforce, 1981-85; author, landmark brochures, 1977-85; Archives  
Committee, 1983-88

Dallas-area Social History Group, founder and coordinator, 1981-88

Historic Dallas (Historic Preservation League), correspondent, 1981-1983

Historic Preservation League, Dallas, advisor; Neighborhoods Book Committee, 1983-86

North Texas Phi Beta Kappa Association, Committee on Awards, Special Projects Committee,  
1981-84; Vice President, 1982-1984; President, 1984-86

Phi Beta Kappa — Dallas Public Library, Annual Lecture on Culture and the City, Founder and  
Chair, Advisory Committee, 1983-87

"Folk Life in Dallas," (TCH), humanities advisor and speaker, 1983

Dallas Sesquicentennial Commission, Historical Publications Committee, 1984-86

Dallas Historical Society and Alpha Xi Omega, HRA, Inc. of Alpha Kappa Alpha Sorority,  
"Black Dallas Remembered" Oral History Project, consultant; presenter, public forums,  
1985-87

Dallas Public Library, Symposium on Dallas Past and Present, advisor, coordinator and  
participant, 1986

Dallas Jewish Historical Society, Advisory Board, 1987-98

Concepts International, Dallas, consultant, 1989

### **Media/Film/Education**

Knowledge Network (British Columbia, Educational Television), presenter/ interviewee, 1981

"West of Hester Street" (Cinema docudrama on the Galveston Movement, 1907-1910), featured  
extra, 1982

KERA-90.1 FM (NPR), advisor on news programs

KERA, Channel 13 (PBS), Dallas, "News Edition," commentator, 1983-86

KERA Television, "Legacies of the Land: A Documentary on the Myths, Legends, and Traditions of Texas" (TCH), Advisory Board, 1983-85

Dallas County Community College District and Harper and Row, Telecourse: "The American Adventure," consultant and participant/interviewee, 1985-86 (26 half-hour programs for 600 colleges in 45 states and PBS Adult Learning Network)

KERA, Channel 13 (PBS), Family Project, Advisory Board, 1991-92; "A Better Childhood (ABC) Quiz," 1991, chief advisor and commentator (Katherine Ripley Award for Electronic Media, Planned Parenthood of Dallas and Northeast Texas; Matrix Award, Dallas Professional Chapter of Women in Media; Silver Award for Local Programs, Corporation for Public Broadcasting); "First Steps," 1992, principal advisor, radio commentator

"A History of American Teenagers in the Twentieth Century," Steven Alves, Hometown Productions, producer, documentary series in development, Board of Advisors and Project Scholar, 1996- (funded by NEH)

"Rewriting Literacy," documentary film series, Board of Advisors and Project Scholar, 1998- (proposed to NEH and others)

National Public Radio, "The Changing Face of America" national initiative, New Media Division, Talk of the Nation, All Things Considered, Morning Edition, 2000-2001, adviser, consultant, and electronic discussion moderator

NPR Chicago, Series on Children and Adolescents, adviser, 2003-04

Exhibiting Adolescence/Adolescents—experimental graduate seminar, University of Texas at San Antonio, 2004, exploring different approaches to "exhibiting" adolescents and adolescence, with the assistance of the Witte Museum, San Antonio, and the Chicago Historical Society

"Drop Out Nation The Death of the American Dream," documentary film, Public Broadcasting Council of Central New York," Syracuse, reviewer, 2010

### **Other Educational**

Women for Change, Inc., Dallas, Seminar on Education, humanist panelist, 1975

Eastfield College, Division of Humanities, Dallas County Community College District, consultant, 1978

Conference on Quality Education for Black Students in Texas, Austin (sponsored by TCH), consultant and humanist panelist, 1976

### **Professional Society Activities**

Canadian Association for American Studies, Executive Committee, student member, 1972-1975; Program Committee, 1974

American Educational Research Association, Program Committee, Division F (Historiography), 1973

Canadian Population Studies Group, Steering and Program Committees, 1974-1976

History of Education Society, Nominating Committee, 1976, 1979

Southwest Coordinating Committee on Women in the Historical Profession, coordinator, 1977-1979

Social Science History Association, Regional Network Coordinator, 1976-84; Program Committee, 1980; Allan Sharlin Memorial Award Committee, founding chair, 1984-85, member, 1984-86; Executive Committee, 1987-89; Vice President and President-Elect, 1998-99; President, 1999-2000; member Executive Committee, 2000-2003; ex-officio

member, Search Committee for New Editor of Social Science History; ex-officio member, Committee on the Future of SSHA [As SSHA President in 1999-2000, I presided over the 25<sup>th</sup> anniversary of the organization. Entitled “Looking Backward and Looking Forward: Perspectives on Social Science History,” the program featured both a celebration and a critical stock-taking. A number of special activities marked the occasion which was also reflected in my Presidential Address. I also established the Committee on the Future of SSHA which reported in 2001]

Urban History Association, Board of Directors, 2002-04

Society for the History of Children and Youth, Executive Committee, 2003-07

#### **Conference Session Chairing**

Little Community Conference, Brandeis University, 1972

History of Education Society, Chicago, 1973; Cambridge, Mass., 1976; Toronto, 1977; Chicago, 1978; Vancouver, 1983; Chicago, 1984

Canadian Association for American Studies, Ottawa, 1974

Canadian Historical Association, Edmonton, 1975

Southwestern Social Science Association, Houston, 1978

Social Science History Association, Cambridge, Mass., 1979; Rochester, 1980; Bloomington, Ind., 1982; Washington, D.C., 1983; Toronto, 1984; St. Louis, 1986; New Orleans, 1987; Chicago, 1988; Washington, D.C., 1989; Minneapolis, 1990; New Orleans, 1991; Chicago, 1992; Baltimore, 1993; Atlanta, 1994; Chicago, 1995; New Orleans, 1996; Washington, D.C., 1997; Chicago, 1998; Fort Worth, 1999; Pittsburgh, 2000; St. Louis, 2002; Baltimore, 2003; Chicago, 2004; Portland, 2005; Minneapolis, 2006; Chicago, 2007; Long Beach, 2009; Chicago, 2010; Boston, 2011; Vancouver, 2012; Chicago, 2013; Toronto, 2014; Baltimore, 2015

American Studies Association, Kansas City, 1996

Society for the History of Children and Youth, University of Maryland, Baltimore County, 2003; Marquette University, Milwaukee, 2005; Linköping University, Norrköping, Sweden, 2007; University of California, Berkeley, 2009; Columbia University, New York, 2011

American Studies Association of Texas, San Antonio, 2003 [students in my Fall 2003 doctoral seminar English 7063 presented their work on a panel entitled “Reading Critically the Sources of Children and Childhood: Literary and Historical Perspectives.” I chaired the session. At the conference’s end, this was designated an “outstanding session”]

Urban History Association, Tempe, Arizona, 2006

#### **Lectures and Papers**

##### **Conference Participation**

The Little Community Conference, Brandeis University, 1972

History of Education Society, Chicago, 1973

Canadian Association for American Studies, Ottawa, 1974

Canadian Historical Association, Edmonton, 1975

Women for Change, Seminar on Education, Dallas, 1975

Time, Space, and Man: Interdisciplinary Symposium on Microdemography in Historical Perspective, Umeå, Sweden, 1977

Fort Worth Committee for the Humanities and Texas Coalition for Juvenile Justice, Juvenile Justice and the Community, Fort Worth, 1978

Social Science History Association, Cambridge, Mass., 1979

Conference on Literacy in Post-Reformation Europe, University of Leicester, England, 1980  
Library of Congress Center for the Book-National Institute of Education, History of Literacy Conference, Washington, D.C., 1980  
American Antiquarian Society, Conference on Printing and Society in Early American, Worcester, Mass., 1980  
Social Science History Association, Rochester, 1980  
Bard College Conference on Crisis in Literacy: Cultural Hard Times, invited speaker, 1981  
Simon Fraser University, SITE Program on Literacy, 1981  
History of Education Society, Pittsburgh, 1981  
Social Science History Association, Nashville, 1981  
Tenth World Congress of Sociology, Mexico City, 1982  
Wellcome Institute for the History of Medicine, Conference on Medicine, Printing, and Literacy in the European Renaissance, London, 1982  
Social Science History Association, Bloomington, Ind., 1982  
Dallas Public Library, Folklife in Dallas, 1983  
Annenberg School of Communications, University of Southern California, Creating Meanings: The Literacies of Our Times, 1984  
International Commission for the Application of Quantitative Methods to History, The Transformation of European Society, Rockefeller Conference Center, Bellagio, Italy, 1984  
Social Science History Association, Chicago, 1985  
Ontario Institute for Studies in Education, University of Toronto, 20th Anniversary Cutting Edge of Educational Research Conference, 1985  
International and Comparative Education Society, Toronto, 1986  
Dallas Public Library, Symposium on Dallas Past and Present, 1986  
Social Science History Association, St. Louis, 1986  
Social Science History Association, New Orleans, 1987  
Simon Fraser University, Institute for Humanities, Conference on The Legacy of J. S. Woodsworth and the Welfare State in Canada, 1988  
Social Science History Association, Chicago, 1988  
Library History Seminar VIII, Bloomington, IN, Distinguished Plenary Address, 1990  
Canadian History of Education Association, Biennial Meeting, Ottawa, Distinguished Speaker, 1990  
Social Science History Association, Minneapolis, 1990  
Conference on American Urban History, Chicago Historical Society, 1990  
Bard College Conference on Education for Complexity in the 21st Century, invited speaker, 1991  
International Conference on Attaining Functional Literacy: A Cross-Cultural Perspective, Tilburg University and The Netherlands National Commission for UNESCO, Keynote Speaker, 1991  
Social Science History Association, New Orleans, 1991  
New Hampshire Humanities Council Conference on Literacy, Myths, and Lessons, Keynote Speaker, 1991  
Seminar on Children and the History of Childhood, Department of Child Studies, Tema, Linköping University, Sweden, 1992  
Conference on Adult Literacy: An International Urban Perspective, The United Nations [UNESCO, CUNY, and New York City]: Keynote Speaker, 1992

Social Science History Association, Chicago, 1992  
American Educational Research Association, Special Interest Group on Basic Research on  
Reading and Literacy, Atlanta, Invited Address, 1993  
Conference on Writing and Reading in Western Europe: Its Nature, Functions, and Conflicts,  
Universidad Internacional Menendez Pelayo, Valencia, Spain, opening lecture, 1993  
Conference on Literacy and Power: Difference, Silence and Textual Practice, Griffith University,  
Brisbane, Australia, Plenary Address, 1993  
Institute on Literacies, Language and Social Justice, Melbourne, Plenary Address, 1993  
Australian Reading Association, First International Meeting, Literacy for the New Millennium,  
Melbourne, Keynote Speaker, 1993  
Social Science History Association, Baltimore, 1993  
Social Science History Association, Atlanta, 1994  
Emory University Graduate Institute for the Liberal Arts and Dana Foundation Workshop for  
Teachers on Narrative and Education, 1994  
Social Science History Association, Chicago, 1995  
Stanton Sharp Symposium on the History of the Family, Southern Methodist University, 1996  
Social Science History Association, New Orleans, 1996  
American Studies Association, Kansas City, 1996  
Association of Graduate English Students, Kent State University, Fourth Annual National  
Graduate Student Conference, Intersections in English Studies, keynote speaker, 1997  
Social Science History Association, Washington, D.C., 1997  
Social Science History Association, Chicago, 1998  
The University and the City: Urban Education and the Liberal Arts, Wayne State University,  
1999  
Social Science History Association, Fort Worth, 1999  
Conference on College Composition and Communication (CCCC), Annual Meeting, Educating  
the Imagination and Reimagining Education, Minneapolis, featured speaker, 2000  
Institute for Literary History and National Conference, Prospero's Plots and Caliban's Critique:  
Literacies, Texts, and Nationalisms in the New World, Miami University (Ohio), featured  
speaker and discussant, 2000  
Social Science History Association, Looking Backward and Looking Forward: Perspectives on  
Social Science History, Presidential Address and Presidential Sessions, Pittsburgh, 2000  
Social Science History Association, Chicago, 2001  
"Literacy, Religion, Gender, and Social History: A Socio-Cultural History for the 21<sup>st</sup> Century.  
An International Conference for Egil Johansson," Vadstena, Sweden, May, 2002, co-  
organizer and coordinator, speaker and session chair  
Social Science History Association, St. Louis, 2002  
Society for the History of Children and Youth, Baltimore, 2003  
Social Science History Association, Baltimore, 2003  
Conference on College Composition and Communication (CCCC), Annual Meeting, Educating  
the Imagination and Reimagining Education, San Antonio, featured speaker with Deborah  
Brandt, 2004  
Western States Rhetoric and Literacy Conference, "Big Rhetorics, Big Literacies: The  
Discourses of Power," Arizona State University, keynote address, 2004  
Conference on "From Woodblocks to the Internet: Chinese Publishing and Print Culture in  
Transition," Ohio State University, keynote address, 2004

Social Science History Association, Chicago, 2004  
National Council of Teachers of English Assembly for Research Conference, "Literacies Across Time, Space, and Place: New Directions in Literacy Research for Political Action," Keynote Address with Deborah Brandt, Ohio State University, 2005  
Conference of the Society for the History of Children and Youth, Milwaukee, 2005  
University of California, Berkeley, Conference on Rethinking Child Development, 2005  
Social Science History Association, Portland, 2005  
Urban History Association, Tempe, Arizona, 2006  
Social Science History Association, Minneapolis, 2006  
Society for the History of Children and Youth, Linköping University, Norrköping, Sweden, 2007  
Social Science History Association, Chicago, 2007  
Conference on College Composition and Communication (CCCC), Annual Meeting, Writing Realities, Changing Realities, New Orleans, 2008  
Conference on Politics, Activism and the History of America's Public Schools: Marking the 40<sup>th</sup> Anniversary of Michael B. Katz's The Irony of Early School Reform, University of Pennsylvania, 2008  
Social Science History Association, Miami, 2008  
Scope of Interdisciplinarity Conference, Athabasca University, Edmonton Alberta, Canada, 2008  
Expanding Literacy Studies International Interdisciplinary Conference for Graduate Studies, Columbus, 2009: plenary session in recognition of the 30<sup>th</sup> anniversary of the publication of The Literacy Myth  
Twentieth Anniversary Seminar on Child Studies at the Department of Child Studies, Linköping University, Sweden, 2009  
Society for the History of Children and Youth, University of California, Berkeley, 2009  
Social Science History Association, Long Beach, California, 2009  
Gartner Honors Lecture, Southern Methodist University, 2010  
"The Literacy Myth Now Thirty Years Old Revisited," a forum on Graff's The Literacy Myth, Humanities Institute, Simon Fraser University, Vancouver, Canada, 2010  
A Symposium on Critical Perspectives on Understanding Literacy in a Technological Age, British Columbia Institute of Technology, Vancouver, 2010, keynote address  
Social Science History Association, Chicago, 2010  
Society for the History of Children and Youth, Columbia University, New York, 2011  
Social Science History Association, Boston, 2011  
Masters of City and Regional Planning, CRP OneBook Program, and SPA Student Association Invitee & Lecturer, University of Texas at Arlington, 2011  
Conference on College Composition and Communication (CCCC), Annual Meeting, featured speaker, Writing Gateways, St. Louis, 2012  
Social Science History Association, Vancouver, 2012  
Social Science History Association, Chicago, 2013  
Social Science History Association, Toronto, 2014  
IV Colóquio Internacional Letramento e Cultura Escrita (4th International Conference of Literacy and Written Culture), Minas Gerais, Brazil, 2014, keynote  
CIC Conference on Graduate Education in the Humanities, Keynote Speaker, Penn State University, 2015  
Social Science History Association, Baltimore, 2015

Michael B. Katz, His Contribution and Legacy to Social Science History and Beyond, special session, Social Science History Association, Baltimore, 2015  
Conference on College Composition and Communication (CCCC), Annual Meeting, Session on Harvey J. Graff, Literacy Studies, and Composition, Portland, 2017

### **Invited Lectures and Seminars**

University of Western Ontario, 1973, 1977; Dallas organizations, 1975- ; Southern Methodist University, 1977; University of Texas at Dallas, 1978- ; University of Chicago, 1979, 1980; The Newberry Library, Chicago, 1979, 1980; University of Toronto and the Ontario Institute for Studies in Education, 1980; University of Delaware, 1980; University of Pennsylvania, 1980; Northeastern Illinois University, 1980; Fairleigh Dickinson University, 1981; Indiana University, 1981; Simon Fraser University, Canada, 1981, 1982; University of British Columbia, 1981, 1982; Dallas Historical Society, 1982; Wellcome Institute for the History of Medicine, London, 1982; Rice University, 1983; Stanford University, 1986; Southern Methodist University, 1988; American Antiquarian Society, 1989; Florida State University, 1990; Indiana University, 1992; Linköping University, Sweden, 1992; Stockholm University, Sweden, 1992; Umeå University, Sweden, 1992; Centre for Literacy, Montreal, 1993; National Literacy Secretariat, Multiculturalism and Citizenship Canada, 1993; Australian universities (Griffith, LaTrobe, Adelaide, South Australia, Macquarie, Wollongong, University of Technology-Sydney, Queensland Institute of Technology, Central Queensland), 1993; Simon Fraser University, 1993; Washington University, 1994; Georgia State University, 1994; Carleton University, Canada, 1995; Teachers College, Columbia University, 1996; Kent State University, 1997; University of California at Los Angeles: Forum for Print and Electronic Culture, California Center for the Book, and Department of Library and Information Studies Seminar, 2000; University of Linköping, Sweden, 2001, 2002; University of Notre Dame, 2001; The Ohio State University, 2004; Division of Late Medieval and Reformation Studies, University of Arizona, 2004; Center for Writing Studies, University of Illinois, 2005; Arizona State University, 2006, Miami University, Ohio, 2006; Kent State University, 2009; University of Texas at Arlington, 2009; Southern Methodist University, 2010; Simon Fraser University, 2010; British Columbia Institute of Technology, Vancouver, 2010; University of Texas at Arlington, 2011, University of California at Los Angeles, 2013; Federal University of Minas Gerais, Brazil, 2014; State University of Rio de Janeiro, Brazil, 2014; University of Calgary, 2014; Rochester Institute of Technology, 2016; Southern Methodist University, 2016

### **Biographical References**

Directory of Psychosocial Investigators; Directory of American Scholars, History; Who's Who in the South and Southwest; International Who's Who in Education; Who's Who in the Midwest; Current Authors; International Authors and Writers Who's Who; Men of Achievement; Dictionary of International Biography; Who's Who in American Education;

Who's Who in Education; Contemporary Authors; Outstanding Scholars of the 20<sup>th</sup> and the 21<sup>st</sup> Century; Outstanding Intellectuals of the 20<sup>th</sup> and 21st Century; Outstanding People of the 21<sup>st</sup> Century; Who's Who in Humanities Higher Education; Academic Keys; Who's Who